DOCUMENT RESUME

ED 139 148 EC 100 723

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TITLE Classroom Programming for the Severely Disturbed.
PUB DATE Apr 77
NOTE 27p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (55th, Atlanta, Georgia, April 11-15, 1977) ; Best copy available

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS Classroom Design; *Diagnostic Teaching; Elementary Secondary Education; *Emotionally Disturbed; *Individualized Programs; *Program Descriptions; Vocational Education

ABSTRACT

Described are two classroom programs for severely emotionally disturbed children (7-10 and 15-17 years old). Discussed are such program components as room arrangement, individualized schedule planning, the token system used in vocational training, and a sample prescriptive model (which includes language training, situational training, formal training, receptive training, and communication boards and signing). Among materials included are class diagrams, sample class schedules, and task outlines. (SBH)

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Classroom Programming for the Severely Disturbed

Debra M. Whorton

The classrooms for the severely emotionally disturbed are set up on a structured, individual basis. The primary classroom functions on a pre-readiness level, the children ranging from 7 to 10 years old. They are all non-verbal except for one echolalic child and all are functionally retarded, though there is a wide range of skills in the group. The adolescents range from 15 to 17 years old and function at various grade levels 2nd through 10th grade.

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OVERHEAD # 1

The room arrangement of the two classrooms is illustrated in this overhead. Study carrols allow the children to work independently with little distraction from other peers or objects. Specified areas such as the language table or learning center allow for one-to-one training or group work away from the child's desk. The privilege or rug areas allow for less structured activities such as playing games or listening to music and stories.

Daily plan sheets are made for each child including academics, music and art, physical education, occupational therapy, and language. The primary classroom academics include readiness skills, math readiness, fine and gross motor skills, and language training.

OVERHEAD # 2

This overhead shows some sample tasks programmed to teach these basic concepts. Readiness tasks include: matching alphabet letters, matching

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colors, sorting colored items, matching and sorting shapes, matching pictures to words, categorizing picture sets, classification charts, form boxes sequence cards, puzzles, and color recognition. Math readiness tasks include: sorting number sets, matching numbers, seriating numbers and number sets, number counters, size sequence cards, size cylinders, and big and little training. Fine motor tasks include tracing and making simple shapes, tracing mazes and lines, stringing beads according to patterns, stencils, pegboards, cutting, and manipulating clay. Gross motor tasks are included in physical education activities, such as races, bean bags, playing ball, and jumping rope.

OVERHEAD # 3

In planning each child's schedule, we have had to look for other sources besides the regular classroom curriculum. In the primary classroom, I have used five major sources: 1) Preschool manuals and curriculum guides, such as the Launch Series and Portage Guide. These break down many skills that regular classroom children have learned before entering school but the severe student does not have. 2) I have used behavioral checklists and academic checklists for trainable and educable mentally retarded students. These also give breakdowns into very simple tasks and basic components for each academic area. These function as a type of scope and sequence chart in planning the student's activities. 3) I use creative idea books like Workjobs, Kids Stuff, and books on recreation, or free play ideas. 4) I take kindergarten and first grade workbooks and adapt these to the students. This generally means breaking

one workbook page into five separate worksheets to cut down the amount of stimuli presented at one time, or enlarging the stimuli. I sometimes take a workbook page and put the ideas on cards or charts.

5) I make adaptations from other published materials and objects. For example, a math kit you purchase might have 1-10 on it. I will make a similar device or chart with only 1-3 or 1-5 on it.

OVERHEAD # 4

The adolescents also follow a structured lesson plan. Here is a sample daily schedule for one adolescent, using a modified regular curriculum of reading, math, science, social and vocational training. They use a token reinforcement system, earning play money for tasks completed on time; the money is traded in for privileges and treats from a store set up in the room.

The vocational training also utilizes the token system. It is set up in two areas: a workshop similar to a sheltered workshop with simple tasks, and career education. The workshop is set up to meet 3 days a week for one hour each day. When the student enters the workshop, he follows a procedure of 1) recording start time, 2) setting up his own work area, and 3) completing the necessary work. Though some students may not understand the entire procedure, he or she is taken through each step to become familiar with the whole process. While working, the students have a unit sheet where they record each unit of work they complete. After a certain number of units are completed, the student raises his hand. At this time, the supervisor checks

his work and gives the alloted money. The money system is similar to the one used in the classroom.

OVERHEAD # 5

The tasks presently used are very simple and repetitive. Tasks include a simple collating task, assembling foam curlers, and a nut-washer-bolt assembly. Once the students have reached a certain level of competency on behaviors and tasks, we hope to move into areas of basic electronics, mechanics, and janitorial work. Tasks will become increasingly more complicated; therefore, the students will be required to perform under more stressful situations as they may encounter in the working world.

The money the students earn each day is recorded on a sheet and at the end of the week, a workshop store is held. At this time, the students cash in their money for items as pencils, paper, erasers, and so on. Eventually, the store will include items such as models and materials to encourage the development of a hobby.

After the workshop has been in existence for a few months, a number of the primary children will be phased into the workshop not only to increase their basic working skills, but also to increase the supervisor to student ratio. The ultimate situation would entail one supervisor to eight children. With the younger children, areas to be dealt with will include increasing attention to task, learning about a token system, and decreasing behaviors inappropriate for a working situation. Many of the tasks will be similar to those being used by the older students now.

Along with the workshop, the students will have career education

sessions, in which they read about jobs, role play different situations, or actually look for a job in the newspaper. The first sessions will basically deal with the students learning about every-day situations through role playing.

An example of this would be a session on "What to do when visiting a restaurant."

OVERHEAD # 6

The first step will be for the teacher and the students to discuss what could be done when visiting a restaurant. A script is then provided, and the student will role play the specific situation. Once the student has reached a level of competency, a real situation will be set up so the student will have an opportunity to generalize his newly acquired knowledge to real-life situations. In this area, books and printed sheets along with video tape equipment are used. The video tape will enable the student to see himself actually performing the task.

Besides worktype tasks and career education, the vocational program deals with learning household tasks such as cooking and housekeeping. Each area has been divided into specific tasks. For example, in cooking the tasks are:

OVERHEAD # 7

A) The student will plan daily menus including appropriate amounts of the four basic food groups for one full week.

B) Given a week's menus, the student will write the items on a grocery list.

C) Given the necessary materials, the student will purchase items at the grocery store.

D) Given a menu, the student will prepare and serve a meal.

Each task is very general and entails a number of sub-tasks. Take "writing a grocery list;" sub-tasks would be to locate the recipe in a recipe book, write down what items are needed, and what to do about incidentals as drinks or items that don't have a recipe. Each of these tasks could then be broken down to simpler tasks such as locating the index in a cookbook, identifying the ingredients needed, and so on.

A prescriptive model is used in planning the tasks. We write prescriptions in 4 areas: social, academic, vocational, and self-help skills. Each prescription states the objective, procedures and materials used, consequence, and criteria for the task. Academic prescriptions are written for tasks which the teachers break into incremental steps and which take a couple of weeks or longer for the student to reach criterion.

OVERHEAD # 8

Here is an academic prescription from the primary classroom for sorting colors. Procedures include both verbal and non-verbal response modes. When the child reaches criteria for each step, he advances to the next procedure.

Social prescriptions are written for specific deviant behaviors

in which a child engages that interfere with his or others learning or welfare. You will see samples of social prescriptions with the other presentations.

Language Training

A large part of the child's day is spent in language training, which is also individualized. Programs are planned for varying levels of language types: 1) non-verbal children, using receptive and expressive methods, 2) echolalic children, 3) aphasic children, and 4) children with varying stages of delayed and deviant language.

Structure Training

OVERHEAD # 9

A basic beginning point for children with some verbal output is training language structures. Initially the child learns nouns. A set of 10 objects is used, the adult holds up each object and says, "What is this?" The child must give one word labels. Then the child uses 10 pictures of common objects using the same procedure. A set of action pictures is then used for verb training. Examples include sleeping, sitting, eating, walking, and running. When the child reaches criterion on naming the action involved, he is then required to give a three word, noun-verb-noun response, for example, boy sitting chair, boy playing ball. The child then learns to include prepositions in the picture, labeling boy sitting in chair, girl walking to bus, girl playing with dog. During each phase of language training, the

previous steps are being expanded. The child is continuously acquiring a larger noun and verb vocabulary.

There are many sources for materials for this training: picture cards from published materials can be used, magazine pictures, posters, and photographs of the child's family and classmates. After the child progresses into the noun-verb-noun training, teacher-made books can be used. These are developed from magazine cut-outs and old textbooks. One stimulus picture is on each page; the child learns to individually go through the books, describing each page. This is used as practice training and these can also be used for taking pre and post evaluations and language samples.

Situational Training

OVERHEAD # 10

A second type of language program for the verbal child is situational training. This gives language a functional purpose for the child to communicate his needs and make requests. This is an ongoing procedure throughout the classroom day in both reality situations and fabricated situations. These consist of the child verbalizing what he wants to do; for example, sit in chair, go to bathroom, go to lunch, get coat, go outside, I want milk, I want lunch. A secondary positive aspect of this training is that the child will begin to generalize these phrases to other situations and expand on these phrases. The child may vary his own usage; for example instead of always saying I want milk, he might say Open the milk, Give me some milk,

or Get it please.

Formal Training

OVERHEAD # 11

A third and more formal language training is done daily using the Guess, Sailor, and Baer published manual. It is entitled Functional Speech and Language Training for the Severely Handicapped published by H & H Enterprises. These manuals were prepared for children lacking language skills. It begins on a very low level, and is a beginning point for non-verbal students. Pretraining includes vocal and motor imitation, programs for bringing the child under the stimulus control of the language trainer. It describes incompatible behaviors and how they are eliminated. Steps include pretests to evaluate where to place the children. Training and correction procedures are also given with examples of probable student responses and teacher feedback to be given. Shaping and prompting procedures are also described for each step.

The pretraining steps begin with motor imitation, responses such as touch table, touch head, clap hands. The child then receives both motor and vocal imitation training. Vocal sounds include 20 one and two syllable sounds, simple to complex, a (not), ow (owe), ba (bottle), iy (meet), Bow (boat), baybay (bye-bye).

The expressive stages begin with the child labeling and pointing to objects. The child then learns to ask the question himself, "what is that" for items he doesn't know. He then answers yes/no

questions and is trained to ask for what he wants; the adult holds up a ball and child must say "I want ball" to receive it. The child then is expected to describe actions with persons and things: I eat, I drink, you eat, you drink. He advances to more complex statements: I want drink pop, I want you drink pop.

Receptive Training

OVERHEAD # 12

Another ongoing supplementary training program includes the Kent Language Acquisition Program. This includes varying receptive behaviors, pointing to body parts, room parts, and performance of actions named with body parts and objects, such as brush your teeth, push the car. This expands to sorting colors, finding concealed objects, sorting big and little, verb and noun commands, and pointing to colors or numbers named. Other sets of common objects are used with the non-verbal children as part of this receptive program, such as sets of clothing and food items.

Communication Boards and Signing

OVERHEAD # 13

A fifth type of language program uses communication boards. The child initially makes three part sentences using pictures only. These picture cards are first matched to the real object to be sure the child understands that the picture is a symbol for the object. Words can

be attached to the pictures also, the child can be simultaneously learning the words. Samples of this training include Lisa eat apple, Lisa eat banana, Lisa eat cookie. Pictures can be phased out to using word sentences only. The child uses this board to obtain things she wants. When she arranges a sentence, Lisa eat apple, on the board, she gets a piece of apple. Different subjects and verbs can be introduced later, Stuart drink milk, Corky drink juice. The child can also be required to sign the phrases; this would advance hopefully to the child learning to sign for all his needs.

Adolescent Language Training

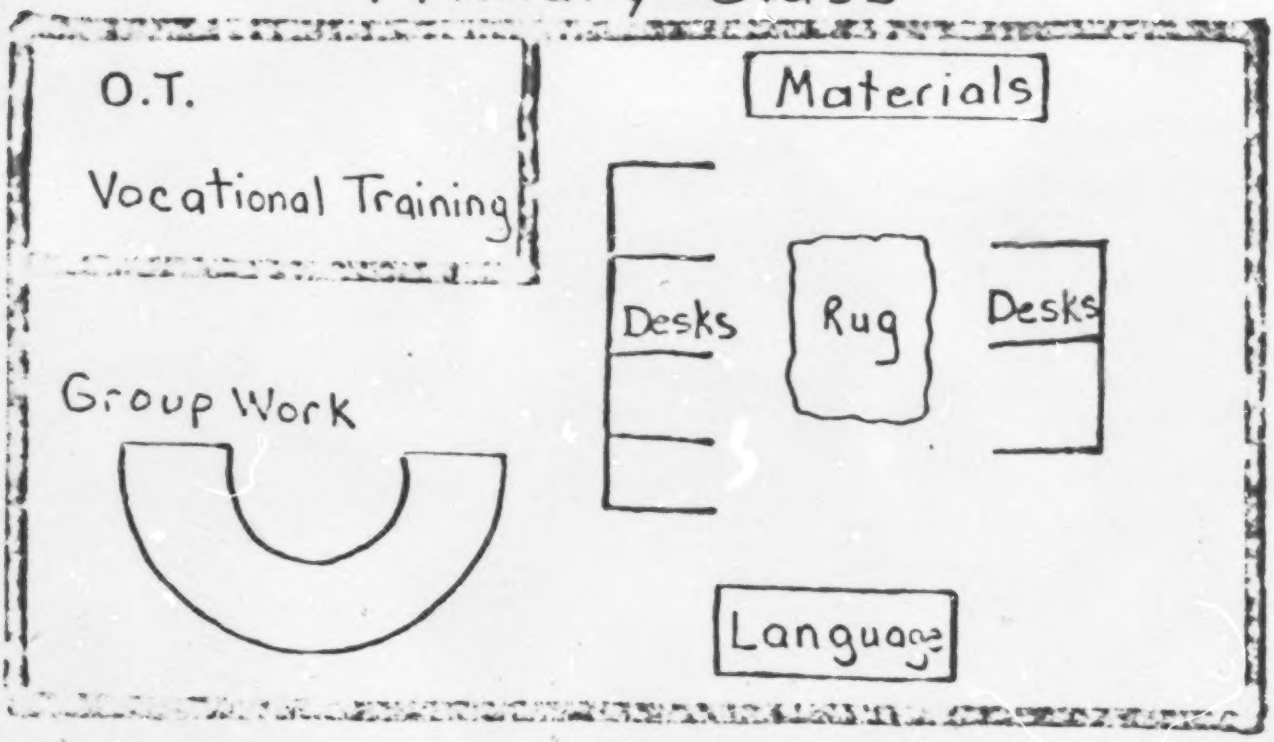
A communication board is also used with one of the adolescents who has severe language problems. He has sets of color coded subject, verb, and object cards. Using the board and verb cards, the teacher says, "What do you want," he chooses a verb, such as eat, and then must make sentences on the board using various objects that fit with the verb, Calvin eat raisins. He then verbalizes and signs the sentence he has produced and writes it on paper. The second phase of his training is without the board; the teacher states a sentence (from card choices) and the student signs, vocalizes and writes it. The third phase is the teacher signing the sentences only, and the student verbalizing the sentences. This training is put into practice when throughout the day the student must sign and verbalize all his requests.

Advanced Language training for the adolescents includes answering what and why questions using a language master where the student makes written responses to the directions. Expanding sentence length is also part of their language program. This is done by answering questions

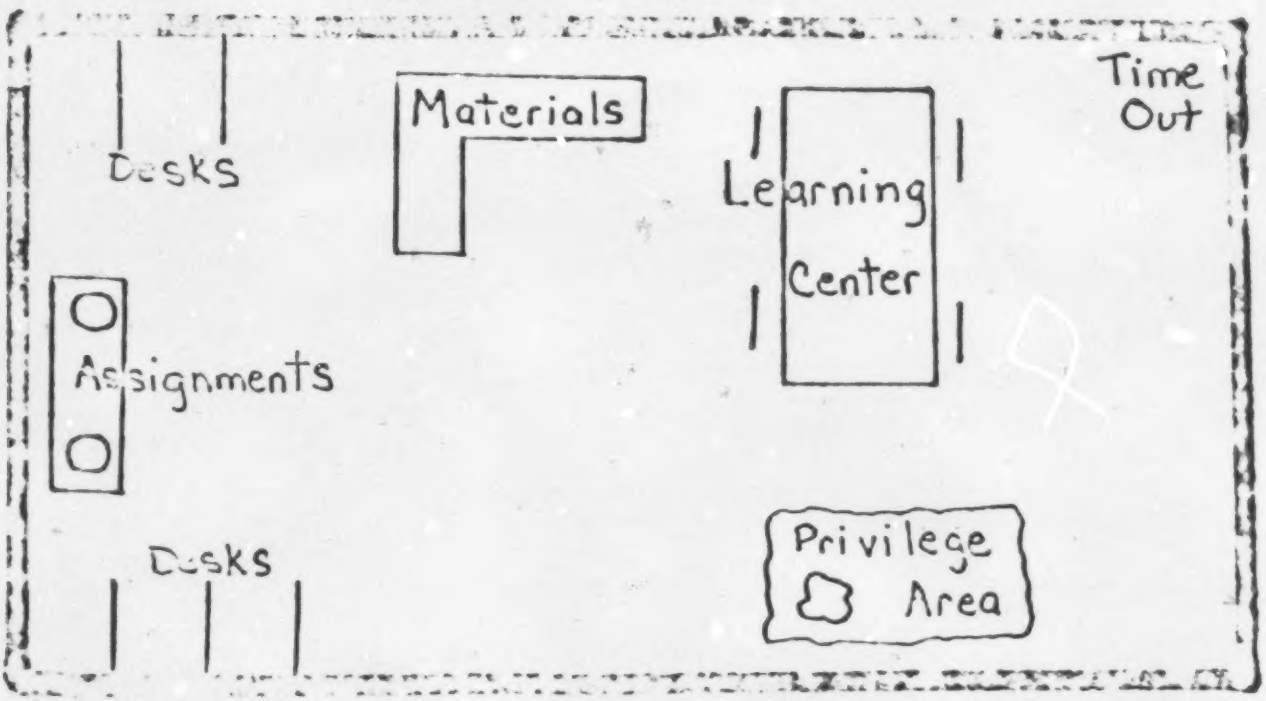
and writing picture descriptions.

Language output is also measured in the adolescent classroom during a family style lunch each day. Child interactions and responses are counted and recorded, both those initiated by the child and those which are prompted by the teacher. This is another example of giving a practical, communicative use to the language training by using it in a functional, situational setting.

Primary Class



Adolescent Class



Lisa 4-1

Readiness 9-10:00	Attribute Charts Sequence Cards II DLM Association Cards Colorama Sort items: Color Kids Puzzle
Math 10:00-11:00	Small: Medium: Large Mix 'n Match Numberite 1 - 8 Number Cards and Chips 1 - 8 Number Tray 1 - 6 Number Charts 1 - 5
Fine/Gross Motor 12:00-12:30	Trend: Follow the Path Color Sheets Make triangles: dot to dot Bean Bags Scooter Boards
Language 12:30-1:00	Communication Board: Candy Cookie Apple Banana Receptive: Clothes: Pants Expressive: Ball
Art/Music 1-1:30	Printing: Rubber Stamps
Occupational Therapy 11:00-11:30	Body parts/shoe tying
Social 1:30-1:50	Group story: fifth grader

1) PRESCHOOL MANUALS

PRESCHOOL CURRICULUM GUIDES

Launch Series

Portage Guide

2) BEHAVIORAL CHECKLISTS, ACADEMIC CHECKLISTS FOR TRAINABLE AND EDUCABLE MENTALLY RETARDED

3) CREATIVE IDEABOOKS

Workjobs

Kidstuff

4) KINDERGARTEN, FIRST GRADE WORKBOOKS: ADAPTATIONS

5) PUBLISHED MATERIALS: ADAPTATIONS

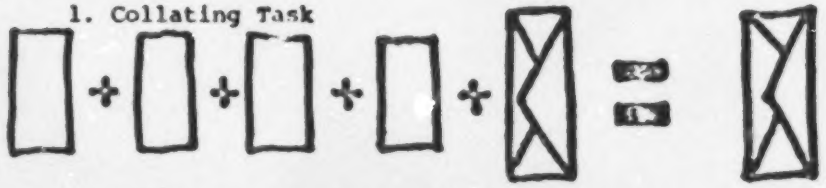
I [illegible], agree to finish and correct my work on Wed. Feb. 16.

Time	Assignment	Grade	Time Elapsed	Money
	8:40-9:00 SRA Red 12	9[illegible]	15 min.	50¢
	9:00-9:15 Community Helper 12 2-5 sentence ¶	Good	10 min.	75¢
	9:15-9:30 Handwriting p.45	Good	15 min.	50¢
	9:30-10:00 math wb p.89 p.239 odd 1-21	86%	25 min.	$1.00
	10:00-10:30 Money 1:1 Obj. 6-8	88%	30 min.	$1.00
	10:30-10:45 Turner Livingston p.45-46 1:1	100%	15 min.	50¢
	10:45-11:05 Map p.19-20	77%	20 min	50¢
	11:05-11:30 Newstime p.8+9	Good	15 min.	75¢
	11:30-12:00 O.T. Lunch Music	Good 17	30 min. 10 minutes	$1.00

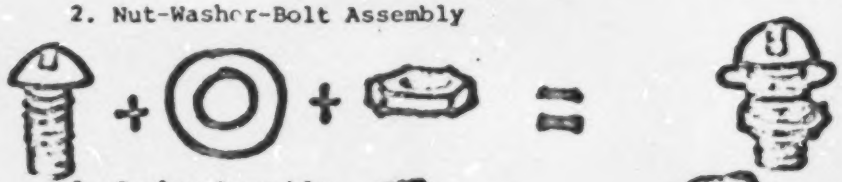
Workshop Tasks

Current tasks:

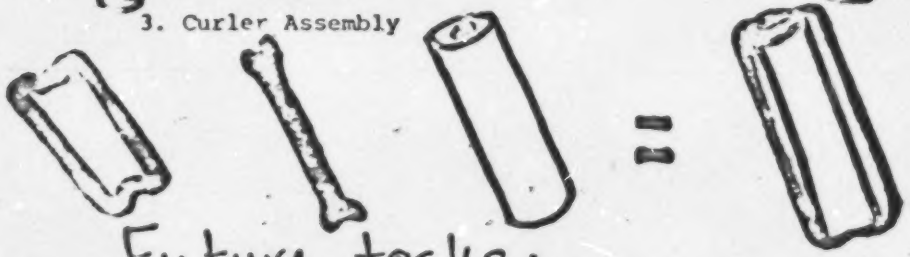
1. Collating Task



2. Nut-Washer-Bolt Assembly



3. Curler Assembly



Future tasks:

Filing alphabetically or numerically

Typing addresses on envelopes

Assemble bike brake

Small engine repair

Wood Working

Tube testing

Simple wiring task

VISITING A RESTAURANT

1) Teacher and students discuss what one may do when visiting a restaurant.

2) Students role play a prepared script. Video tape is used, so students may see themselves.

3) Actual visit to a restaurant.

COOKING

A. THE STUDENT WILL PLAN DAILY MENUS INCLUDING APPROPRIATE AMOUNTS OF THE FOUR BASIC FOOD GROUPS FOR ONE FULL WEEK

B. GIVEN A WEEK'S MENUS, THE STUDENT WILL WRITE THE ITEMS NEEDED ON A GROCERY LIST.

1. Given the name of a food dish, the student will locate the recipe in a recipe book

    a. Locate index in cookbook

    b. Locate name of dish in index

    c. Read page number

    d. Locate recipe in book

2. Once a recipe is located, the student should write down what items are needed

3. Given a day's menus, the student will write a grocery list

C. GIVEN THE NECESSARY MATERIALS, THE STUDENT WILL PURCHASE ITEMS AT THE GROCERY STORE.

D. GIVEN A MENU, THE STUDENT WILL PREPARE AND SERVE A MEAL

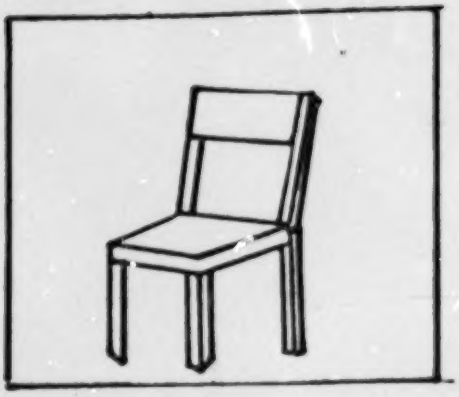
Student's Name	2/1/76 Date	Readiness Area Involved	Wharton Teacher's Name

Behavior: Sorting blocks by color-Given one randomly selected red, yellow, or blue parquetry block at a time the student will correct name the color then match it to the appropriate colored construction paper.

OBJECTIVE	PROCEDURES AND MATERIALS	CONSEQUENCE	CRITERIA
	Materials: 1. Parquetry blocks: red, yellow, blue, (green) 2. Three (4) pieces of red, yellow, blue, (green) construction paper.		
Given 5-8 randomly selected parquetry blocks that are red, yellow and blue and three sheets of construction paper of the same color the student will correctly place each block on the corresponding colored paper.	Procedure A: 1. Adult places construction paper on student's desk 2. Adult hands student 5 to 8 randomly selected blocks 3. Adult instructs student to match them 4. As student matches each block to the construction paper the adult names the color.	Pass-Adult says "Good, this is _____". Fail-Adult removes block and says, "NO, try this again."	100% accura on 1 trial fo consecutive ions.
Given several randomly selected parquetry blocks that are red, yellow, and blue, and three sheets of construction paper of the same color the student will correctly place each block on the corresponding colored paper.	Procedure B: 1. Same as procedure A however 10-15 blocks are presented at one time then all blocks are presented at once.	Pass and Fail-same as preceding	90% accura on 1 trial fo consecutive ions.
Given one randomly selected red, yellow, or blue parquetry block at a time the student will correctly name the color then match it to the appropriate colored construction paper.	Procedure C: 1. Adult places construction paper on student's desk 2. Adult holds up 1 randomly selected block at a time 3. Adult asks student "What color is this" 4. If correct, adult hands block to student and instructs student to "put it on the paper."	Pass-Adult says, "Good matching." Fail-Adult removes block and says, "No, try this again."	95% accura on 1 trial fo 3 consecutiv sessions.

STRUCTURE TRAINING

BOY (NOUN)



CHAIR (NOUN)

LEARNING SEQUENCE

1) SITTING (VERB)

2) BOY SITTING CHAIR (NOUN VERB NOUN)

3) BOY SITTING IN CHAIR (NOUN VERB PREPOSITION NOUN)

4) THE BOY SITTING IN THE CHAIR. (COMPLETE SENTENCE)

SITUATIONAL LANGUAGE TRAINING

Scoring System:

S = Spontaneous

Q = Question

P = Prompt

E = Echoic

	Noun	Verb	Noun	Verb	Noun	Verb	Noun	Verb	Noun	Verb	Noun	Verb	Noun	Verb	Noun	Verb	Noun	Verb
Trained Phrases																		
Sit in chair	E	S					E	E	P	P	S	S	S	S	P	P	P	P
Go to bathroom	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
Get coat	S	S			S	S	S	S	S	S	S	S	S	S	S	S	S	S
Go outside	E	S	E	E	P	S	S	S	S	S					S	S	S	S
Sit in chair	E	S	P	P	S	S	S	S	E	E	S	S	S	S	E	E	S	S
Go to lunch	P	P	S	S	P	P	S	S	S	S	P	P	S	S	S	S	S	S
I want lunch	S	S			S	S					S	S	S	S	S	S	S	S
I want milk	S	S	S	S					S	S	P	P	P	P				
Original Phrases																		
Sit down	S	S			S	S			S	S					S	S		
Sit right here			S	S							S	S	S	S			S	S
Get my coat			S	S														
I want (chili dog)			S	S			S	S	S	S			S	S				
Open the milk					S	S	S	S							S	S	S	S
Get it please	S	S			S	S	S	S							S	S		
Come on please	S	S					S	S	S	S					S	S	S	S
Score	7/11		7/9		7/9		9/10		5/10		4/8		8/9		9/11		9/10	
%	64		78		78		90		80		75		89		82		90	

FUNCTIONAL SPEECH AND LANGUAGE TRAINING

FOR THE SEVERELY HANDICAPPED

GUESS, SAILOR, & BAER

Pretraining

Motor Imitation

Vocal Imitation

Combined Motor and Vocal Imitation

Part I

	Trainer	Student
STEP 1	(Show items) ask, WHAT'S THAT?	(correct labels); e.g. "ball" "nose"
STEP 2	(Show items) say, POINT TO (LABEL)	(correct point)
STEP 3	(Show items) ask, WHAT WANT?	"Want (label)"; e.g. "Want milk"
STEP 4	(Show novel items)	"What's that?"
STEP 5	(Show mix of learned and novel items)	(correct labels) for learned items; "What's that?" for novel items
STEP 6	(Show novel items) THAT IS A (LABEL)	"What's that?" (correct label)
STEP 7	(Show items) ask, IS THIS A (LABEL)?	"yes/no"
STEP 8	(Show items) ask, WHAT DO YOU WANT?	"I want (label)"
STEP 9	(Show items) ask, WHAT IS THAT?/WHAT DO YOU WANT?	(correct label) "I want (label)"

2.21 Performance of Action Named: Body parts

Wash your ears																						
Wash your hands																						
Wash your face																						
Brush your teeth																						
Brush your hair																						
Wipe your nose																						
Wipe your mouth																						
Close your eyes																						
Fold your hands																						
Stand up																						
Sit down																						
Comb your hair																						

2.22 Performance of Action Named: Objects

Push the car																						
Rock the baby																						
Throw the ball																						
Ring the bell																						
Shine the shoe																						
Put on the hat																						
Take off the hat																						
Put on the shoe																						
Take off the shoe																						

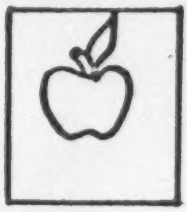
COMMUNICATION BOARDS

Signing

Primary

Lisa

eat



apple

Adolescent

Calvin	go	candy
I	want	pop
You	eat	bathroom
Joe	drink	lunch
Steve	write	O.T.
Mike		outside
		paper